DOCUMENT RESUME

ED 436 106 FL 801 342

AUTHOR	Marshall, Brigitte, Ed.
TITLE	Learning a Living: Periodic News Bulletin, Nos. 1-3, 1997.
PUB DATE	1997-00-00
NOTE	9p.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Learning a Living; n1-3 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Change Strategies; Classroom Techniques; Course Content; *Education Work Relationship; Educational Policy; Employment Potential; *English (Second Language); Internship Programs; Program Descriptions; *Public Policy; Second Language Instruction; Vocational Education; Vocational English (Second Language); *Welfare Services
IDENTIFIERS	Secretarys Comm on Achieving Necessary Skills; Welfare Reform

ABSTRACT

The first three issues of this periodic newsletter contain professional news and articles addressing issues in English language training for limited-English-proficient workers, including "How can ESL Teachers Respond to Welfare Reform?", suggesting language learning objectives, classroom techniques, and involvement strategies to enhance learners' employment potential, and a giving description of a Fresno (California) adult and community education teacher internship project that exposes English-as-a-Second-Language (ESL), adult basic education, General Educational Development (GED), and vocational training instructors to the workplace. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 106

"Learning a Living"

Periodic News Bulletin ~ Brigitte Marshall ~ Consultant
English Language Training for Employment Participation Project
511 Cornell Avenue, Albany, CA

No. 1-3
1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Brigitte Marshall

1

FL 801 342

BEST COPY AVAILABLE

"LEARNING A LIVING" No.1. 1997
Periodic News Bulletin ~ Brigitte Marshall ~ Consultant
English Language Training for Employment Participation Project
511 Cornell Avenue, Albany, CA

Thanks to everyone who attended the March 22, event in Merced. I hope very much that it wasn't "just another training" and that it will continue to benefit you in the weeks to come as you work toward making classroom management decisions and instructional strategy choices that will help to prepare adult students for the expectations they will meet in the workplace.

What else can I do to assist you? In the context of my assignment for the State of California Refugee Programs Bureau, if you have refugees in your classroom, you can call on me as a resource. I will be happy to help with your efforts to implement involvement strategies that will increase your adult students' chances of successful workforce participation.

At the risk of stating, or perhaps restating the obvious, I want to emphasize something that should not get lost as we focus on making adult instruction more coherently linked to the world of work. The emphasis placed on the need to nurture "work place know how" as identified in the SCANS report, is in no way intended to imply that proficiency in the English language is, by comparison, unimportant. It is certainly vital, especially in terms of long-term and sustained self sufficiency, that refugees and immigrants are able to learn to speak, read and write English proficiently.

In one of the hand-outs distributed at the March 22, event, I quoted a few Merced County employers who listed other skills and qualities before mentioning proficiency in English as being vital work skills they require of employees. This is **not** to suggest that English language ability is unimportant. The purpose was simply to illustrate that teaching adult refugees and immigrants to speak, read and write English proficiently is **not, on its own, enough** to ensure that they will have a viable opportunity to obtain and maintain employment.

Over the next few years, many of the adult students we now teach will have increasingly less access to education programs under the auspices of the welfare program. With the advent of time-limited receipt of welfare, the stakes for welfare-recipient adult students who are preparing for work are extremely high. In this context, our challenge as adult educators is to provide more focused, more targeted, more effective and more efficient instruction in an increasingly time-pressured environment. While participating in efforts to speed people into employment, we must also be concerned to equip adult students with the "learning how to learn" skills that will enable them to pursue ongoing education and training opportunities outside the welfare program. What can I do to help you with these challenges? Please let me know.....

****

ATTENDING CATESOL 97?

Be sure to see Featured Topic Speaker
Allene Grognet
Saturday, April 19, 1997
9:00am - 10:30am

Language, literacy and employment over the past 20 years.
Getting, surviving & thriving on the job.
Linguistic tasks and SCANS skills.

SEE YOU THERE?!
****

"LEARNING A LIVING" No.2. 1997
Periodic News Bulletin ~ Brigitte Marshall ~ Consultant
English Language Training for Employment Participation Project
511 Cornell Avenue, Albany, CA

How Can ESL Teachers Respond to Welfare Reform?

California's version of welfare reform, currently being formulated within the federal framework, will involve life-time limits for receipt of welfare and an emphasis on short-term, intensive employment training, including ESL. ESL providers will be under even more pressure to make instruction more of an **overt** job-training tool which prepares students for the first available job. Whether or not we are in conceptual agreement with the new model of English language training that is emerging in the face of welfare reform, we are now driven by legislative reality.

In Which Direction Does Welfare Reform Steer Us?

While recognizing that proficiency in the English language remains of critical importance to an individual's chances of obtaining and maintaining self-sufficiency, it is no longer enough for ESL educators to concentrate on this challenge alone. Neither is it enough for ESL instructors to respond to current pressures simply by making content material employment focused. ESL classes must now make a "triple hit." Employment related content material should certainly be used to teach the language competencies necessary for mastery of English, but the third and crucial "hit" comes when this is done in such a way that learners are prepared for the behavioral expectations they will meet in the workplace. In brief, ***workplace know-how*** needs to be infused into the curriculum through classroom management techniques, grouping tactics and instructional involvement strategies.

The Instructional Formula that is represented on the next page has been developed to facilitate ESL instruction which responds to the need to produce three distinct outcomes, or the "triple hit." The formula recognizes the need to protect the integrity of ESL instruction and remain focused on development of language abilities. It also acknowledges the need to provide adult learners with critical content information on the world of work. Informed by the SCANS[1] report, the formula also provides for instruction that will develop "learning how to learn" skills and broad based on-the-job competency. The formula can be understood through treatment of the following example.

Specific Language Acquisition Performance Objective:
Students will be able to:
(I) formulate the simple past tense from present simple or future tense examples,
(ii) use an appropriate simplified version of past tense verbs on job application forms and
(iii) follow guidelines to demonstrate correct pronunciation of past tense forms.

This objective is fed through the Instructional Formula which includes the use of **Employment Focused Content Material.** In the context of our particular example, this means that the instructor will use employment oriented sample sentences and text to model correct use of the simple past. If at all possible, the instructor will select an authentic, employment-related project which will yield a tangible product and will genuinely engage learners in the appropriate use of the simple past tense. In this example, filling out an application form provides an excellent opportunity for learners to practice use of the simple past and produce an outcome which both they and their instructor can use to evaluate competency in the three target areas - 1.Improved language skills. 2. Improved Workplace Know-how. 3.Increased content information on the World of Work. Students will learn about <u>how</u> to fill out an application form correctly, they will learn about <u>what</u> employers are

looking for on an application form, the way they learn these things will improve their workplace know-how skills and they will demonstrate what they know by producing a master copy application form that demonstrates their ability to use the simple past tense, follow instructions, write legibly, and list correct phone numbers and addresses.

Instructors will utilize **Classroom Management Techniques** which involve students in interactions which replicate patterns found in the workplace. According to the SCANS Report, employers are looking for employees who can make decisions collaboratively, solve problems, think creatively and exercise responsibility. Turning over decisions on classroom management to learners is an excellent way for instructors to nurture these kinds of skills. For example, instructors can lay out an overview of the proposed activities, "I want us to work in crews of at least four people, each crew needs to have a new crew member and a senior crew member and tables need to be organized so that exits are not blocked and access to corner work stations is possible. How shall we arrange our work area?" The classroom becomes a work area, areas in the classroom where resources are stored become supplies stations or inventory control, groups become teams or crews - all to replicate the interaction patterns that will be met in the workplace. Input can also be sought on appropriate storage of personal belongings, bags etc. with learners being asked to reach consensus on the best solution given the work environment.

Simple strategies can be developed to give learners control over how a classroom functions while also calling on them to make decisions collaboratively, solve problems, think creatively and exercise responsibility as called for in the SCANS report. Suggestion boxes can yield excellent student input on issues from interpersonal conflicts in the classroom to chair and table organization. When issues of personal security, safety of belongings and respect for others' possessions are raised, learners are also involved in the development of the concepts of professional and interpersonal integrity and honesty that the SCANS report lists as being of critical importance. **Grouping Strategies** which call for learners to work together effectively have two distinct parts. The first part is group formation. The use of permanent teams or crews has particular advantages, since it replicates a likely workplace situation. Departures and arrivals due to open-entry, open-exit can be handled just as they would be in the workplace, with senior crew members being responsible for training new crew members. Also, the potential for interpersonal conflict can be addressed since crew members must find a way to work things out in the long-run if they cannot rely on being in a different crew for each project. However, temporary team or crew formation also holds advantages since it provides the instructor with the opportunity to vary team size and composition and actively involve learners in the group formation process. Group formation can also provide the opportunity for revision of subject matter already learned. For example, for our particular performance objective, an instructor might form groups for a particular section of the project by distributing cards on which sample sentences are written. All sentences cover employment related content. Some are regular verbs in the simple past tense, (add 'ed'), some are regular verbs in the simple past tense, (add 'd'), some are irregular verbs in the simple past tense, and some are simple past question forms. Learners group themselves according to the category of the card in their possession, so that each group has four different cards represented.

Learners in groups assume roles such as crew leader, evaluator, time keeper and reporter. Name tags which replicate those worn in the workplace can be used to reinforce the responsibilities of each position. The instructor and learners together establish clear performance expectations for each position. Whenever possible, instructors design activities that will develop the language acquisition objective by involving learners in collaborative and cooperative group work and thereby also developing some of the competency areas outlined in the SCANS report. For example, Whether working with permanent teams or groups established to fulfill a specific task, the language for role performance expectations can be drawn directly from the SCANS report. If, in conjunction with the language acquisition objective an instructor

sees an opportunity to develop the competency area of **Resource Management**, duties can be defined as follows; the Team Leader is responsible for organizing the assignment, planning necessary activities and selecting team members to fulfill each task. The Time Keeper is responsible for allocating time for each part of the assignment and keeping team members on task. To address the competency area of **Systems Management**, the Evaluator can be asked to assess how effectively the team completed its task and make suggestions for how things might be done differently in the future.

Assigning regular duties to all learners in a classroom, with tasks organized and rewarded by group, creates a set of peer expectations for high personal performance from other group members. Learners can be given the opportunity to develop a sense that they are participating for their own benefit and because if they do well, so does their group. This awareness can be a powerful antidote to the lack of motivation exhibited by some welfare recipients, who can feel as if they have little personal control over participation in the class.

Involvement Strategies are utilized to ensure that as many learners as possible are engaged in productive activities at any one time. When learners are required to interact, problem solve, teach others and negotiate as they are engaged in language acquisition activities, they are also developing competence in areas stressed in the SCANS report. For the example being considered here, instructors can involve groups in consideration of how certain letters impact the pronunciation of the final sound in a simple past tense verb. For example, learner teams are provided with a packet of words in the simple past tense. The instructor reads (work related) sample sentences which model correct use of one of the words. After finding the target word from the pile, learners are asked to put it in one of three categories (I) 't' sound at the end (as in "worked" (ii) 'd' sound at the end, as in "borrowed" (iii) 'ed' sound at the end, as in "handed." After all the words have been categorized, the instructor invites the teams to determine if there is a set of rules that can be established from the way the words are divided. (If the infinitive ends in 'd' or 't', the past simple will end with an 'ed' sound etc.)

A variation on the same theme involves the use of Venn diagrams. Teams are asked to organize their words into a Venn diagram with words ending in a 't' sound in the left circle, words that have a double consonant (as in "slammed") in the right circle, and words that have both a double consonant and a final 't' sound (stopped) in the overlap. The same procedure is followed for words ending with a 'd' sound on the left, double consonants on the right and those with a final 'd' sound and a double consonant in the overlap. Again teams are invited to establish some guidelines which will indicate whether a word with a double consonant will end with a 't' or 'd' sound. For example, those with a double 'f' 'p''s' will end with a 't' sound and those with a double 'm' 'n' 'l' 'g' 'z' 'b' 'r' etc. will end with a 'd' sound. Learners will be involved in a group assignment which includes identification of patterns, categorization and grouping according to discovered criteria.

A jigsaw activity combined with a cloze exercise will provide learners with the opportunity to practice conjugation of the simple past tense while also teaching others and completing an assignment collaboratively. For example, four work stations are established at each corner of the room. One team member from each team goes to a work station where one part of a four part narrative is represented by a picture and cloze text with infinitive verb prompts appearing underneath the blank spaces. The learners at each work station work together to complete the paragraph, filling in the single sheet on the display board at the work station. When finished, the team members return to their original work team where each team member now has information on a different section of the narrative. Team members then recount orally the section of narrative that they understand. Each team has a set of four picture cards which replicate the pictures at the respective work stations. Teams put the cards in order to make sense of the entire narrative. When this is done, teams fill out a complete version of the cloze narrative that has no infinitive verb prompts.

Review activities could include the use of question and answer cards which provide the answers to a list of written comprehension questions. When an instructor is confident that learners have mastered the simple past tense, the goal of filling out employment application forms is reintroduced. Use of the simple past tense on sections which call for **"Duties"** and/or **"Reason for Leaving"** can be demonstrated. The final product, which in this case will be an accurate, master copy application form which learners can use as a prototype when job hunting can be placed in a portfolio. The portfolio will represent products that demonstrate a triple layer outcome - improved language skills, greater workplace know-how as per the SCANS report, and increased factual knowledge about the World of Work.

The triple layer outcome instructional formula is suggested as a guideline to assist ESL instructors. We want to protect the language acquisition integrity of what happens in our classrooms while also responding effectively to the urgent need to propel learners from the classroom and into the workforce with the widest array of learning how to learn skills possible.

****

Many thanks to Donna Price Machado, Anne-Marie Damrau, Judy Rosselli, Meredith Fellows and Leigh Manning for ideas that have been incorporated into this article.

If you would like to request a set of materials that will enable you to do many of the activities described in this newsletter, please call or e-mail me - Phone - (510) 528-0056. E-mail - Marshming@aol.com

****

Do you have some ideas you'd like to share? Would you like to contribute to the pool of materials, lesson plans, resources and articles that I am compiling to assist everyone who is interested in the integration of SCANS competencies into ESL classrooms? I will gladly help with production, reproduction and dissemination. The more we provide support and assistance to each other, the better able we will be to provide learners with excellent preparation for productive involvement in the workforce and self sufficiency. Please be in touch, let me know what I can do to help. If you have any refugees at all in your classroom or program, I'm at your service!

1. Secretary's Commission on Achieving Necessary Skills, (1991) What Work Requires of Schools. A SCANS Report for America 2000. Washington, D.C: U.S.Department of Labor. (NTIS No. PB 92-146711)

"LEARNING A LIVING" No.3. 1997
Periodic News Bulletin ~ Brigitte Marshall ~ Consultant
English Language Training for Employment Participation Project
511 Cornell Avenue, Albany, CA

WHAT'S HAPPENING?

FRESNO ADULT AND COMMUNITY EDUCATION: TEACHER INTERNSHIP PROJECT

Early in 1997, Fresno Adult and Community Education initiated a Teacher Internship Project for ESL, ABE, GED and Vocational Training Instructors. These adult education teachers were given the opportunity to experience a worksite for a half day.

The project was, in part, a response by this adult school to the impetus to make adult instruction at all levels more coherently linked to the workplace. When asked to make their instruction more employment focused, many instructors point out that being classroom-based means that they do not necessarily have an accurate perception of the demands and expectations of today's workforce. The teacher internship project provides an opportunity for teachers to observe workplace interactions, interview personnel managers and workers on the job, complete "language at work" needs assessments and experience for themselves the workplace culture in which adult students must survive and thrive if they are to achieve long-term self sufficiency.

Volunteer participants in the project were assigned to a business according to their stated interests and the list of amenable businesses that has been compiled by Fresno Adult School with the participation of the Fresno Chamber of Commerce. All participants received a one hour training prior to a worksite visit. Included in the briefing on what to look for while at the worksite was an overview of the SCANS[1] report. Participants were asked to discuss the report's findings with employers.

Many of the participants in the project wrote up reports, either for use by other teachers or for use in the classroom. This information is being compiled by the school into a resource bank of information that will be used for the development of targeted, relevant, employment focused curriculum.

Teachers who participated in the project reported a wide variety of benefits. Much of the input received from employers echoed and reinforced what the SCANS report establishes as being necessary workplace know-how. When asked by an intern teacher, "What do you expect from our students?" an employer summarized much of what is outlined in the SCANS report by saying, "We want common sense 101. Keep your eyes open, solve problems, suggest improvements." One teacher said of her experiences, "it was a good dose of reality," she feels that her instruction is now more realistically informed and that she has more credibility with her students when she talks about what employers expect from successful workers. Another teacher reported that the cut throat reality of the workplace was what had the most impact for her. It was very clear that a worker who did not do well would be let go. Her challenge is now to find appropriate ways of adapting her classroom interactions so that she can prepare her students for the behavioral expectations they will meet in the workplace.

The Teacher Internship Project at Fresno Adult and Community Education was crafted by the Vice-Principal, Sally Fowler and the Job Developer, Dale Roe. For more information on how the project was planned, carried out and funded, they can be contacted at (209) 441-3272.

SCANS AND ESL NETWORK

There are now more than one hundred and fifty educators from around California who have signed up to be part of the SCANS ESL Network. At present, this news bulletin is what links participants. Future plans include development of a website and resource banks of materials at three different levels - high, intermediate and low.

In addition to the special presentations made by Brigitte Marshall in response to specific program requests, periodic training events are also planned at which practical classroom strategies are modeled and ideas exchanged. The first such event will take place on **October 7, 1997** as a pre-conference training day to precede the Eighth Annual Refugee Information Exchange Conference, October 8-10 in Fresno. The event is called **English Language Training for Employment Participation** - *also known as* - **Integrating the SCANS Competencies into ESL Classrooms**. For registration information, call Thuan Nguyen at the Refugee Programs Bureau at (916) 654-4356.

The event is being planned collaboratively with the Spring Institute in Denver, Colorado which is currently under contract to the Federal Office of Refugee Resettlement to provide technical assistance to ESL service providers nationwide. The event will showcase successful initiatives and strategies to integrate the SCANS competencies into ESL instruction. Participants will also have an opportunity to get an update on welfare reform and its impact on education programs. For more information on the event, call Brigitte at (510) 528-0056. Don't miss this excellent opportunity to receive training and materials that are specifically focused on the challenges faced by educators and employment participation trainers in the current context of welfare reform and the expectations of today's job market.

SAN DIEGO COMMUNITY COLLEGE DISTRICT LAUNCHES FALL INITIATIVE TO INTEGRATE SCANS

The major focus of staff development in the ABE/ESL program for the Fall semester will be the integration of SCANS competencies into the ABE and ESL curriculum. Since these competencies relate more to classroom management than curriculum content, the objectives of the training workshops that have been planned under this initiative will focus on the implementation of specific classroom management strategies. These include posting an agenda in the classroom before every lesson, dividing the class into teams with certain assigned tasks on a weekly basis, and facilitating reflection activities with students at the end of every lesson or unit.

The training workshops will be presented by teachers who are already implementing these strategies. They will model different ways of forming teams and demonstrate lessons utilizing teams. Following the training sessions which will be presented at each site in the district, teachers will be encouraged to pair up and coach each other as they implement the new strategies.

For more information on how and why this training initiative was launched, Gretchen Bitterlin can br reached at (619) 265-3458.

1. Secretary's Commission on Achieving Necessary Skills, (1991) What Work Requires of Schools. A SCANS Report for America 2000. Washington, D.C.: U.S. Department of Labor. (NTIS No. PB 92-146711)